

(January to March, 1925.
(April to July, 1925, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

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Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White (Murray, 3/6), Vol. II., pp. 1-99. *The Saviour of the World*,* Vol. II. (P.N.E.U. Office, 3/-), pp. 57-122: Bible passages from index, or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 146-189, and the *Epistle to the Galatians* (read Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 72-94. (c) *Helps to the Study of the Bible* (Oxford Press, 4/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 29-43, with lesson on Easter. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, Vol. II. (S.P.C.K., 3/6).

For Sunday reading (optional):

(a) *Our Bible in the Making*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 2-75. (b) *Bede's Ecclesiastical History* (Dent, 2/-), pp. 32-69. (c) *Anselm*, by E. M. Wilmot (Harrap, 2/-), or, (b and c) *India and Her Peoples*, by F. Deaville Walker (C.M.S., 2/-), pp. 52-88.

† The 101st term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1925). *The Winchester Hymn Supplement* (Warren, Times 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.
Choose and transcribe passages from Shakespeare's *Henry VIII.*,* and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Essays on news of the week from the newspapers, or, on subjects taken from the Programme, or in connection with Canterbury, etc.: verses, *not doggerel* (note metre of poems set for this term).

Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 86-102, 116-122.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 182-242, 270-278. Shakespeare's *Henry VIII.** (Blackie, 6d.). Scott's *Monastery** (Nelson, 1/6). Carlyle's *Heroes and Hero Worship**: *Luther* (Blackie, 1/-, or, complete Dent, 2/-). *An Anthology of English Lyrics** (Methuen, 3/6).

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. II., pp. 361-427 (1509-1558), or, *A History of England*, by R. B. Mowat, Section 2 (Oxford Press, 3/-), pp. 195-242 (1485-1558). Quennell's *A History of Everyday Things in England*, Part III. (1400-1499), or, Part IV. (1500-1599) (Batsford, 3/- each). Begin a chart of the 16th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *Times* Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 264-344 (1485-1558) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 1-73 (to 2500 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 2/3, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 163-186. North's Plutarch's *Lives: Pompey** (Blackie, 1/-), pp. 64-123. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 181-227 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *The Ambleside Geography Books*, V.,* Africa: north, east, west (P.N.E.U. Office, 5/), pp. 109-161. (2) *The English-Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 173-220. (3) *Modern Geography*,* by M. Newbigin (Williams & Norgate, 2/6), pp. 7-81. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers: *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the World every week. See also tests under Scouting and Guiding, or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.). Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Winners in Life's Race,* by Mrs. Buckley (Macmillan, 6/-), pp. 168-208. *Elementary Studies in Plant Life*,¹ by F. E. Fritsch (Bell, 3/6), pp. 42-74. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work take some special study for the season, e.g., seed germination or bud protection. Furneaux's *A Nature Study Guide* (Longmans, 6/6), *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used. See also tests under Scouting and Guiding, or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 100-133. *Everyday doings of Insects*,* by E. Cheesman (Harrap, 7/6), pp. 1-81.

¹ Members overseas take (a) for the Tropics: *A Manual of Indian Botany*, by G. A. Bose (Blackie, 6/-); (b) for America: *First Studies in Plant Life*, by G. F. Atkinson (Ginn, 4/6, American edition). Subjects as in programme or according to season.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 222-271.

Picture Study and Architecture.
Study, describe (and draw from memory details of) six reproductions* of pictures by Benozzo Gozzoli (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for January, 1925. *The Story of Architecture*, by F. L. Waterhouse (Batsford, 6/-), pp. 149-189.

Arithmetic.
Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 124-131: Simple and Compound Interest; Mensuration, sections 215-218. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).
Teacher may find useful *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Geometry.
A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 198-206. Revise pp. 154-164. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.
A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 75-80, 89, 90, 100-105, or continue.

German.²
Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 22-25, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Bechstein's *Märchen* (Blackie, 9d.).

or, preferably, Italian.²

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 33-36 and 42-44, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, six stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Latin.
Limén,* Part I. (Murray, 2/6), pages 72-95, and revise grammar, 44-72, with corresponding exercises. Narration of continuous passages.

French.
Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 13-15 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Töpffer's *La Bibliothèque de mon Oncle* (Macmillan, 6d.). Read several poems and learn one from *Recueil de Poèmes*, by J. Molmy, Vol. II. (Blackie, 6d.).

Schools may substitute Irish or Welsh.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Figure drawing. Illustrations of scenes from Literature.
Memory drawing. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 24 and 25. Two poems from anthology set, or, a scene from *Henry VIII*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. Roper's *Life of Sir Thomas More* (Chatto & Windus, 2/6). Prescott's *Conquest of Peru* (Blackie, 1/-).

Musical Appreciation.

See Programme of Music (Mendelssohn), *Parents' Review*, January, 1925: *Our Work. The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-).

Music.

Choose and learn a suitable composition from the Programme of Music.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.).
Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term I.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Do some definite house or garden work. Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). *Simple Carving in Alabaster* (Dryad leaflet, No. 24, 4d.). Make toys: *The Stitchery Annual*, Vol. 12, No. 45 (R.T.S., 2/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from

the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under Scouting, Guiding, or "P.U.S. Scouting" (P.N.E.U. Office, 6d.). Take the First Aid and House-craft Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Ages, say, 14-15).

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *An Essay towards a Philosophy of Education*, 10/6 (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in some subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars of membership apply to Miss P. N. Bowser, c/o P.N.E.U. Office. The P.U.S. Magazine (3/3 yearly) is for present pupils and is especially recommended to families and to those Schools who have no Magazine of their own.

N.B. 8.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

A P.U.S. Children's Gathering will be held in Canterbury in April, 1925. Members are asked to follow the papers and notes in this connection which will appear in the *Parents' Review* each month. All children, whether they can be present or not, will be asked to send work. For particulars of special work see *P.R.*, December, 1924 (drawing, reading, writing, recitations, songs, handicrafts, etc.).

N.B. — Members will find the final arrangements for the
Canterbury Gathering in the April "Parents' Review."
Questions marked (C) refer to Canterbury.

Examination 101.

M₄

Parents' National Educational Union.

The Parents' Union School.

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Motto : "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES

.....

Bible Lessons.

- I. 1. What were the three great Festivals of the Jews?
Describe briefly (*a*), the ceremony of the Day of
Atonement, (*b*), the Tabernacle and its furniture.
2. Give some account of the last days of Moses.
- II. 1. Give the substance of St. Peter's first sermon to the
Gentiles. What was the effect upon the Jews?
2. What do you know of the story of the Church at
Antioch?
3. "Blessed are ye that hunger." Write some verses (or
some notes) on the meaning of our Lord's words.

Writing. (Writing is also considered in each written answer).

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

Scott's *The Monastery*, verse at the head of chapter xii.

Composition.

1. Some verses which must scan on one of the following :—
Livingstone, "The White Lady of Avenel," the first
spring day, the Shrine of Becket.
2. Describe a scene in which one of the following plays a
part,—Erasmus, "Father Philip," Becket, Pizarro.

English Grammar.

1. Analyse, parsing the words in italics :—
When athwart the drowsy fields summer twilight falls,
Through the tranquil air *there* float *elfin* madrigals,
And in wild November nights, on the winds *astride*,
Fairy hosts *go rushing by, singing as they ride.*

2. Give and classify six ways of (a) enlarging the subject and (b), extending the predicate, of sentences.
3. Give the derivation and the function of the prefixes, be, for, in, twi, mis, with words in which they appear.

English History.

1. Give a short account of the Renaissance in England.
2. What do you know of the person and character of Henry VIII. at the age of 29? What great problems had he to face on his accession?
3. Give some account of the part taken by Henry VIII. in the Reformation.

Literature.

1. Describe the character of (a) Wolsey, (b) Katherine, as shown in *Henry VIII.*
- or, 1. (C) Describe, according to Chaucer, four of his Canterbury Pilgrims.
2. Write, in the style of Carlyle, on the work of Luther.
- or, 2. (C) Write of St. Augustine and his mission, according to Bede.
3. Give some account of Sir Thomas More, and his *Utopia*.

General History.

1. What do you know of (a), the Arab civilization in Spain, (b), the work of Ferdinand and Isabella, (c), the condition of Germany in Charles V.'s time?
2. Describe the life of early man in the Late Stone Age. Diagrams.
3. Give some account of the revolt against the Papacy in Germany.

Citizenship.

1. "So great an Empire . . . could not contain the covetous desire of these two men." Give some account of Pompey and Cæsar in this connection.
2. On what matters must we form opinions, and how can we form them? Give some examples.
3. In what various ways does the State look after the health of the nation? How does education help people to healthy minds?

Geography.

1. Give a rough sketch map of the basin of the Nile (boundaries, chief divisions and towns). Describe two of the following.—(a), the Egyptian Soudan, (b), a journey up the Nile, (c), the Barbary States, (d), Abyssinia.
2. Give some account, with a map, of (a), the importance of West Africa in early days, (b), its later history.
3. Compare and contrast the surface of the land with the ocean floor. Give a brief account, with examples, of (a), the process of erosion, (b), river capture. Diagrams.

Natural History.

1. Write a short account of the earliest known mammalia and say where they are to be found.
2. Describe, with drawings, (a), the different ways in which axillary buds are protected, (b), three kinds of bud-scales.
3. Describe, with drawings, the structure and germination of a bean.

General Science.

1. What is the crystal form? In what three ways are crystals formed and how do they "grow"?
2. Write a short account on "the meaning of colour and form" in insect life. Drawings. Mention any examples you have seen.

Physiology and Hygiene.

1. Give some directions for the treatment of (a), gatherings, (b), burns, (c), cuts.
2. In building or choosing a house, what must be considered as regards aspect, walls, drainage?

Picture Study and Architecture.

1. Describe, with a rough sketch to indicate the composition, "The Arrival of St. Augustine of Hippo at Milan," by Benozzo Gozzoli.
2. By what features would you recognize (a), Early English, (b), Perpendicular Gothic? Drawings. Describe a Gothic Cathedral you have seen,
- or, 2. (C) Describe two of the following in Canterbury Cathedral,—the Choir, the Baptistery, the Norman Staircase, the Crypt.

Musical Appreciation.

1. Write an account of one of Mendelssohn's Oratorios, with notes on any parts of the music which you have heard.
2. Write three lines on two of the following,—the Overture to (a) *Fingal's Cave*, (b) *The Midsummer Night's Dream*; a caprice; one of the Songs Without Words.

Arithmetic.

1. In what time will £1260 amount to £1496 5s., at $3\frac{3}{4}\%$ Simple Interest?
2. Find the Compound Interest and Amount of £561. 2s. 6d. at 5% in 3 years.
3. Find the area of a field, two sides of which are parallel and measure 462 feet and 578 feet respectively, and the perpendicular distance between them is 320 feet.

- Geometry.
1. Inscribe a circle in a given triangle.
 2. Draw a transverse common tangent to two circles, giving proof.
 3. Find a point equidistant from 2 intersecting straight lines AB and CD and equidistant from 2 points X and Y not on AB or CD.

- Algebra.
1. Solve the equation $(x-3)^2 - (x+9)(x-1) = 5(2-x) - 13x$.
 2. Divide 105 into 2 parts, such that one is $\frac{7}{8}$ of the other.
 3. Plot on the same axes the graphs of $y = 2x$ & $y = 2x - 3$.

- German.
1. Tell, in German, a story from Bechstein's *Märchen*, or, write a letter describing a visit to Switzerland.
 2. Translate Siepmann, p. 191, § IV., "The Eagle," to the end.
 3. Show, in sentences, the uses of five prepositions which govern both the Dative and Accusative Cases.

- Italian.
1. Tell, in Italian, one of the tales you have read.
 2. Translate Ex. XXXV., p. 89 (*Perini*).
 3. Make sentences showing the differences in meaning of the two plurals of,—il riso, il muro, il legno, il membro, il corno.

- Latin
1. Translate (1) fuisti, (2) audiverint, (3) expugnaverunt, (4) diximus, (5) poterant.
 2. When may the Supine be used? Illustrate by two sentences, with translation.
 3. (a) Translate Ex. LI., line 4 (*Post quam*) . . . line 14 (*M. Terentius Varro*). (b) Write narration.

- French.
1. Describe, in French, the Palace of Versailles (*Le Parc, Les Trianons, Les Grandes Eaux*), or, give a dialogue between Jules and Monsieur Ratin.
 2. Translate Reproduction IV., p. 147, to "very funny."
 3. Give the feminine plural of each noun in Exercise 3, p. 146 (*Siepmann*), "lion . . . Français," qualifying each with suitable adjectives.

- Drawing.
1. An original illustration for a scene from *The Monastery*, with title.
 2. A procession of figures.

Recitations.*

Father to choose two Bible passages of ten verses each, a hymn, a poem, or a scene from *Henry VIII*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, with no other enclosure.

2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together and in proper order, (c) the name of the member does not appear, or (d) the totals of parents' marks are not given.

4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

6.—Extra copies of the Examination Papers are being printed, and these may be had on application to Ambleside by schools so that each division may have a teacher's copy.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.